

# Analysis of Self-Esteem Levels of Students in Physical Education and Sports High School

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## Abstract

The purpose of this study is to examine the self-esteem levels of the students at Balıkesir University Physical Education and Sports High School according to the variables such; gender, age, body-mass index (BMI), education department, class, sporting situation and sport branch (individual sport-team sport). While the universe of the study has been formed by students in Balıkesir physical education and sports high school, the sample group has been consisted of a total of 292 students; 108 of whom are female and 184 male, who have been randomly selected from these students. In this study Rosenberg self-esteem scale, developed by Rosenberg (1965) and adapted to Turkish language by Cuhadaroglu (1986) has been used. Kolmogorov- Smirnov normality test, Mann-Whitney U and Kruskal- Wallis test has been used in the analysis of the data obtained from study. Self Esteem Score (SES) is calculated for each individual. As a result of the study, it has been found that the self-esteem averages of the physical education and sports high school students are very close to each other in gender and sport branch factors, and no significant change has been seen ( $p>0,05$ ) however according to variable; whether they do sport or not; those who perpetually do sport have higher self-esteem than those who do not, and this change is statistically significant ( $p<0.05$ ) and according to age, class and body-mass index there is no significant difference ( $p>0,05$ ); and in the comparison among the departments; the average scores of the students of physical education and sports teaching department are higher than the average scores of the students of sports administration department, however this difference is not significant. It has been also understood that the average scores of the physical education and sports teaching students is higher than the students of coaching department and this change is statistically significant ( $p<0,05$ ).

**Keywords:** self, self-esteem, physical education and sports students

## 1. Introduction

The self constitutes a very strong and independent part of the personality and the studies has done on it goes back to the Greeks, especially to Aristotle (Cevher ve Bulus, 2007). The self is the sum of the opinions of the individual on his/her personality and self-recognition and evaluation (Koknel, 1984). The self is an organized, consistent concept that is the result of the perception of the positive and negative aspects of self's features and its interaction with other people (Gectan, 2000). Burns states that self is created as a result of the influence by those, who are important to the individual, and that there are three distinct selves. These;

- 1- Self-respect: It is the concept that an individual has about his or her abilities, status and role.
- 2- Social self : The evaluation of self according to the acceptance of others
- 3- Ideal self: It is the level of self that the individual aims to be. These three levels of self are four dimensional as; physical, social, academic and emotional (Altintas, 1989).

Self-esteem includes the individual's general appraisal of himself/herself and his judgment about his/her worthiness (Karaaslan, 1993; Baser et al. 1998; Taysi, 2000; Izgic et al. 2001). Factors such as self-esteem, self-esteem, ability to demonstrate knowledge and skills and success, acceptance within the society, and acceptance of physical characteristics have an important place in the formation and development of self-esteem (Karaaslan, 1993; Yilmaz, 2000; Izgic et al. 2001). The concept of self-esteem was first handled by William James. According to James, the degree of self-esteem can be determined by the level of self-harmony and the rate of success or desire (Guney, 1982).

Self-esteem is the degree to which a person perceives a positive or negative attitude toward himself or how much an

individual feel as self-sufficient, safe or important. Inadequate self-esteem is known to lead to have an extreme rigorous life philosophy, insidiousness, passive behaviors, psychosomatic diseases, and aggressive behaviors (Cuhadaroglu 1986).

In this study, the self-esteem levels of the athletes who are students of Balikesir University Physical Education and Sports High School has been examined according to gender, age, body-mass index, education department, class, sporting situation and sport scene variables.

## 2. Material and Method

A casual comparative research model has been used in this study. While the study universe has been formed by students in Balikesir physical education and sports high school, the sample group consisted of total of 292 students, 108 female and 184 male students that has been selected randomly.

### 2.1 Data Collection

A quartet likert scale type ``Rosenberg self-esteem scale` developed by Rosenberg (1965) and adapted to Turkish language by Cuhadaroglu (1986) has been used in this study. Cuhadaroglu calculated the general validity of the scale as 71 %. In the reliability studies, self-esteem is 75 %, continuity of self-concept is 75 %, trust in people is 55 %, sensitivity of criticism is 48 %, depressive affect is 70 %, fancifulness is 75 %, psychomotor symptoms is 89 %, feelings of threats among people are 46 %, degree of participation in discussions 51 % parental interest 51 %, relationship with father 79 %, psychic isolation 60 % (Oner, 1997; Satilmis, 1988).

The height and weight declared by the students in the personal information form has been used for the calculation of the body mass index. The body weight has been obtained by proportioning the body length in meter to its square meter. Body weight (kg)/ body length square has been used. Body mass index has been calculated using ( $BMI = \text{weight}/\text{lenght}^2$ ) formula.

### 2.2 Analysis of Data

Kolmogorov-Smirnov normality test, Mann-Whitney U and Kruskal-Wallis test has been used in the analysis of data obtained from the study. Self-esteem value (BSP) for each individual has been calculated.

## 3. Results

Table 1. Self- respect values based on gender, sporting situation, sporting factors

		N	SES (m) (Self Esteem Score)	Test Statistic (Z)	p
<b>Gender</b>	Female	108	32,75	0,428	0,669
	Male	184	32,53		
<b>Sporting situation</b>	Exercise regularly	200	33,14	-2,911	0,004**
	Exercise non- regularly	92	31,58		
<b>Sport Branch</b>	Individual	161	32,63	0,197	0,844
	Team sports	131	32,53		

As can be seen from table 1, the self-esteem averages of physical education and sports college students are gender (female: 32,75; male: 32,53) and sport branch (individual sports: 32, 63; team sports: 32, 53) ( $p>0.05$ ), the self-esteem score averages of the students who constantly exercise according to sporting variable were not significantly different from the self-esteem average scores of the non-athletic students and this change was statistically significant ( $p<0.05$ ).

Table 2. Self-esteem values based on age, education department, class, body-mass index factors

		N	SES (m)	Test Statistic (X <sup>2</sup> )	p	Differences Between Groups
<b>Age</b>	17-19	92	32,87	3,429	0,33	-
	20-22	142	32,36			
	23-25	43	32,26			
	26 and over	15	34,43			
<b>Education Department</b>	Teaching	77	33,29	6,320	0,042*	1 ↔ 2 (p=0,03) 2 ↔ 3 (p=0,05)
	Coaching	136	31,91			
	Sports Management	79	33,15			
<b>Grade</b>	1	99	33,38	6,160	0,104	-
	2	30	32,37			
	3	80	32,49			
	4	83	31,89			
<b>Body- Mass Index</b>	Slim	24	32,39	4,018	0,259	-
	Normal	226	32,55			
	Fat	34	32,52			
	Obese	8	36,17			

As Table 2 reveals, there is no significant difference in the age, class and body-mass index factors of the self-esteem scores of the physical education and sports college students ( $p>0,05$ ); self-esteem scores of the students in physical education and sports teaching department are higher than the average scores of the students in sports management, but there is no significant difference between them ( $p>0,05$ ). Self-esteem scores of the students in physical education and sports teaching department are higher than the average scores of the students in the coaching department and this change is statistically significant ( $p=0,03$ ).

#### 4. Discussion and Conclusion

A total of 292 athletes, 108 female and 184 male students, has participated in this study which examined the self-esteem levels of the students attending physical education and sports college in terms of various variables.

It has been detected that students who has participate in this study has showed no significant difference in the level of self-esteem in the gender dimension ( $p>0,05$ ; Table 1). Baybek and Yavuz (2005) have achieved such a result in their study of university students' self-respect; there are no significant differences between the sexes in this study. In Cengil's study (2009) among first-year students of theology faculty; it is seen that there is no significant difference between students' gender status and self-esteem. According to Abbasoglu and Oncu's (2013) research results also indicate that; there is no meaningful difference between their self-esteem in terms of gender dimension among physical education teacher candidates. It is seen that similar results are obtained in the research titled 'comparing the physical self-perceptions of the physical education students, teachers and dancers' (Akyol and his friends., 2015). There is no significant difference between sexes in a study conducted between university students who do and do not do sports (Mollaogullari and Alptug, 2013). According to the results of the research conducted among the candidates participating in the special talent examination of physical education and sports, there is no significant difference in gender factor (Gorgut et al. 2014). When the results of the field studies are examined, it is seen that their results are in parallel to our findings (Masrabaci, 1994; Eser, 2005; Altunbas, 2006; Aktug, 2006; Ozmen, 2007; Polat, 2007). After our research and in the light of literature, it can be said that there is no meaningful effect of the sex on self-esteem.

It has been discovered that the self-esteem score averages of the students who constantly exercise according to the sporting variable are higher than the self-esteem average scores of the perpetual non-athletic students and this change was statistically significant ( $p<0.05$ , Table 1). Similar results have been obtained in a study in which hearing impaired national athletes and self-esteem levels of hearing impaired persons who do not do sports have been investigated. It has been revealed that the individuals who play sports have higher self-esteem scores than those who do not and they differ significantly (Karakoc, 2010). It has been determined that there is a significant difference according to the averages obtained from self-esteem scale of the students who have participated in the research and the level of self-respect of teacher candidates who are interested in the sports is higher (Erbas et al., 2015). Kamal, Blais, Kelly and Extratnt (1995) concluded that the level of self-esteem of the sportsmen is higher than the others. Another study on the field by Pehlivan (2010) is a researcher on teacher candidates; it has concluded that teacher candidates who actively participated in this research has higher self-perceptions than those who did not participate. As seen; there are many studies in the field that are parallel with our findings. From these results it can be concluded that the self-esteem of the sportsmen are high. Because sports have positive effects on self-esteem (Ersan, Dogan and Dogan, 2009).

In our study, it has been determined that self-esteem averages of the students of physical education and sport high school is very close to each other, but there is no significant difference in sport/branch (individual and team) factors ( $p>0,05$ ; Table 1). Acak and Kaya (2015) has stated that the hearing footballers and the hearing-impaired soccer players who participated in their research has moderate self-esteem (Acak and Kaya, 2015). It has been determined that there is no significant relationship between the self-esteem levels of the handball players but their self-esteem scores are high (Gacar and Yalcin; 2012). There is significant difference in the physical self-perception, in terms of "sports ability" sub-dimension among team athletes and combat athletes and dancers (Akyol et al., 2015). A statistically significant difference has been found between the social self-esteem and the academic self-esteem of the students who participated in the Branch sports (football, tennis, basketball) summer sports school (Korkmaz, 2007). In the research, it is understood that there is no significant difference in self-esteem, whether these athletes play basketball, handball or football sports (Certel and Bahadir, 2012). It has been determined that there is no significant difference in the self-esteem scores of male wrestlers in the star category (Gencer, 2008). Studies in the literature have different results; however, it is thought that doing team or individual sports has positive effects on the self-esteem of the individual and there are different outcomes.

According to another finding in our study, physical education and sports high school students' self-esteem scores do not show a significant change in the age factor ( $p>0,05$ ; Table 2). There is no significant difference between the self-esteem levels according to age groups (Baybek and Yavuz 2005). In the study group there is no statistically significant difference between the mean scores of the self-esteem subscale of 22 years and younger and 23 years of age and over

(Guler, 2017). In a study involving two separate groups of age groups 8-18, 18-65; it has been shown that in social classes, the self-design is a relationship that varies according to the age of the individual (Gurhan, 1986). There is no relationship between the self-design and social class in the 8-11 year-old group and there is a high level of relationship, between the ages of 12 and 18 at middle level and, above 18 years (Karakoc, 2010). In a study in which different age groups has been sampled, the relationship between depression and self-esteem in adolescents has been examined and a negative relationship between depression and self-esteem has been found in adolescents (Gur, 1996). In a study that Saygili (2015) have conducted; self-esteem increases as the age increases. 16-year-old students have been found to have a statistically significant and high self-esteem score contrast to the 17-year-old students (Guztepe, 2017). Sportsmen's self-respect scores do not show a significant difference according to the ages of the athletes (Gencer, 2008). There is no significant difference in the self-esteem level of students of both the sports science faculty and the theology faculty when comparing the self-esteem level of the students according to age groups (Unver et al., 2014). Differences have been determined between self-esteem and risk-taking levels among participating individuals (Aktas and Erhan, 2015). As you can see, there are different findings among the researches in the literature. Different results; are thought to be resulted from different socio-cultural structure and the cultivation styles of sampling groups participating in the research.

While the self-esteem averages of the physical education and sport college students do not show any significant difference in class variable ( $p > 0.05$ , Table 2); the average scores of the students in physical education and sports teaching department are higher than the average scores of the students in sport management but there is no significant difference between them ( $p < 0.05$ ). The average scores of the students in physical education and sports teaching department are higher than the average scores of the students in the coaching department and this change was statistically significant ( $p < 0.05$ ). According to the results of the research, the self-esteem of the physical education teacher candidates shows a meaningful difference according to the class variable. The self-esteem score of teacher candidates who are studying in the 4<sup>th</sup> grade is higher than the self-esteem of the teacher candidates who are studying in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades (Abbasoglu and Oncu, 2013). Comparing the level of self-esteem with the self-esteem, while there is a significant difference in students of sports science faculty, no difference has been found in the students of faculty theology (Unver et al., 2014). Altunbas (2006) and Karadag et al. (2008) in their researches; the differences in the self-esteem scores of the teacher candidates studying in different classes are found to be significant for the students who are in the fourth grade. Participants who participated in the study have been found to have a meaningful difference in the comparison made in terms of departmental change. According to this; the level of self-esteem of students in physical education and sport teaching and mathematics departments were found to be higher than those in PDR students in psychological services in education department. Besides, it is seen that teacher candidates who are studying in the department of physical education and sport have the highest average compared to the teacher candidates of the other branches in the research group (Erbas et al., 2015). In his study Cengil (2009) has expressed that among first-year students of theology faculty, 50% of the students who participated in the study have high self-esteem, 46.3% have moderate and 3.7% have low self-respect. It has been determined that Baybek and Yavuz (2005) evaluated university students according to their departments and has found that there is no significant relationship in self-esteem levels between schools but self-esteem levels are high in a few departments and physical education and sports high school students.. According to the results of the same study, the 4<sup>th</sup> grade students have the highest, and the lowest self-esteem levels are in preparatory class students; it has been found that there is not a significant difference ( $p > 0.05$ ) between the levels of self-esteem according to the classes. Self-esteem scores have been found to be higher in the 3<sup>rd</sup> grade than in the 2<sup>nd</sup> grade, and those who are more happy to study in the physical education and sport teaching departments have higher scores than those the unstable ones (Soyturk and his friends, 2015). According to the results of our research, in evaluation of the departments that the average of the self-esteem points of the students of physical education are respectfully higher; is thought to be due to their high chance of finding an occupation after graduation and the fact that they participate social life earlier than the others.

It has been determined that the self-esteem averages of physical education and sport high school students do not show any significant difference in body-mass index factor ( $p > 0.05$ , Table 2). There is a direct relationship between body perception and self-esteem (Henriques and Calhoun, 1999). In another research, before starting to studies general self-perceptions of both groups has been measured. At the beginning no difference between the two groups has been detected. When the tests are repeated after six months; there has been a significant increase in perceptions of people following a regular sport program for six months, especially for their bodies, in contrast to others (Block, 1999). It has been found that there is a linear and low statistically a significant positive correlation between life satisfaction scores and body satisfaction scores of the weight lifters; that is to say, the level of body perception has a statistically significant effect on the self-esteem (Karademir et al., 2013). Asci (2004) has expressed that physical self-perception is influenced by gender and physical activity level, while males have more positive physical self-perception than females, and also those who are physically active individuals have more positive self-perception than those who are not. The physical

self-perceptions of dancers has been found different from physical education students and teachers, in addition to this the physical self-perception of the students are thought to increase with age and experience (Akyol et al., 2015). In our study, according to body-mass index categories; 23 slim, 226 normal, 33 fat and 6 obese students has been found. As the sample of our study is made up of physical education and sport high school students, the number of 6 students in the obese category is quite significant and a rather high figure for us. Because individuals with a positive body image who find themselves physically fit are expected to develop positive self-concepts (Bastug, 2008).

Consequently; it has been understood that the self-esteem averages of physical education and sports high school students are very close to each other according to gender and sport branch factors, and there is no significant difference ( $p>0,05$ ) however according to the exercise variable; the self-esteem score averages of the students who do consistently exercise are found to have higher self-esteem scores, than those who do not and this change was statistically significant ( $p<0,05$ ); and in terms of age, class and body-mass index variables there is no significant difference ( $p>0,05$ ); in the evaluation that has been made according to education departments of the students; it has been found that the score averages of the students in the physical education and sports teaching department are higher than that of physical education and sports management, but there is no significant difference ( $p>0,05$ ); however, the students in the physical education and sports teaching department have higher score average than those in coaching department and this change is statistically significant ( $p<0,05$ ).

During the literature review, the fact that the self-esteem levels of the individuals doing sports are high has been frequently encountered. Taking this into consideration it is clear that encouraging to do sports constantly will be beneficial for societies and will add plus value to future generations. Finally, future researches, which compare the self-esteem levels of the individuals of different cultures will contribute to the development of science incontrovertibly. More studies on this subject should be made soon.

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